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ABSTRACT

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in foreign language classes, with an emphasis on French classes. One skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BW)

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FOREIGN LANGUAGE

Project CAPABLE

CLASSROOM ACTION PROGRAM:

AIM: BASIC LEARNING EFFICIENCY

"to make each student a more capable learner"

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AUGUST REPORT

LEARNING SKILLS

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TITLE IV: PART C
DEVELOPMENTAL GRANT

TM 810 713

FOREIGN LANGUAGES

Don Clavette

Skills needed in French IV

Reading Skills

-Identify letters and sounds

-Read and memorize the vocabulary associated with the assignment given

-Identify word forms (use root words, use prefixes and suffixes)

-Use synonyms, antonyms, homonyms

-Comprehend and appreciate idiomatic expressions

-Read with comprehension - English descriptions that deal with the people and the history of the country

-Read and follow directions

-Derive word meaning from context

-Distinquish fact from fiction

-Skim for main ideas

-Scan to locate information/data

-Read to prepare reports

-Relate reading to personal experience

-Read maps, charts, tables, etc.

-Comprehend and be able to apply explanations and examples related to the grammar and construction of a foreign language.

-Ability to survey material, set purposes for reading, and determining an appropriate technique for the reading of any piece of material

-Ability to locate, comprehend, and combine information from a variety of library resources.

-Ability to get meaning from what is read

Writing Skills

-Write legibly

-Identify and write sentences

-Use language correctly

-Captilize and punctuate correctly

-Organize sentences into paragraphs

-Develop sentence variety - length, order, kind

-Use appropriate word choices

-Write simple directions and explanations

-Apply rules of syllabication

-Complete forms

-Spell functionally in writing

-Write summaries

--To think in a foreign language while writing it

-To follow written directions

-Conjugate verbs

Listening Skills

-Listen and follow directions

-Listen to the main ideas and identify them

-Listen for details

-Follow oral directions

-Remember a sequence of details

-Anticipate what is being said

-Develop empathy with the speaker

-Use listening behaviors

-Eye contact, body postures, verbal patterns

-Identify speaker's purpose

-Extract information by listening

-Consider effects of listening

-Consider other's point of view - consider change

-Identify vices

-Listen appreciatively, creatively, and critically

-Mentally summarize what is being said

-Weigh and evaluate what is being said

-Listen between the lines

-Distinguish essential and relevant material from unessential and irrelevant material

-Use context clues to understand

-Listening for relationships

Oral Skills:

-Use voice, gestures and eye contact effectively

-Participate in general basic conversation

-Participate in basic group discussion

-Ask basic questions for clarification

-Make announcements

-Participate in with gestures and appropriate expressions in a skit or play

-Give explanations

-Give brief reports

-Participate in an interview

-Pronunciation skills

Use of Materials

-Use a dictionary effectively

-Use index and table of contents

-Use library card catalog, resources

-Use encyclopedia and other reference books

-Use media resources

-Use audio-visual aids, resources

-Locate sources of information

-Use verb tables in back of books

Synthesis

When dealing with skills in a foreign language they must necessarily be broken down into four major areas of listening, speaking, reading, and writing. When dealing with a group of students I must necessarily deal with each area in that order. The listening and speaking skills must first be developed before attempting to deal with the other areas. The listening skills include listening to understand to listening with appreciation, creativity and critically. In the speaking skills we have skills ranging from uttering basic sounds and patterns to doing plays, speeches and dialogues. As we go up the ladder into the reading and writing skills, the skills would depend on the level each student is at. The skills run the range from identifying letters and sounds to reading for appreciation. The written skills range from writing clearly and legibly to writing compositions.

So as we can see, there are varying degrees, as well as varying skills in teaching foreign languages. The more proficient the students are the greater the number of skills that he will need to attain the mastery of the language.

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SEPTEMBER REPORT

COMPREHENSION DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

FOREIGN LANGUAGE

Donald Clavette

Comprehension Skills Needed in French IV

The comprehension skills needed in French IV deal with the four levels of comprehension: 1-literal, 2-interpretive, 3-critical, and 4-creative.

On the literal level the skills needed for this level of understanding include: noting factual data, sequence, chronology, and enumeration.

On the interpretive level the skills needed are: to note various relationships, such as cause and effect, relationships of the part to the whole, to make comparisons, to draw conclusions and inferences, and to make generalizations.

On the critical level the skills needed are: evaluating the author's use of language for guiding the reader's interpretation, noting evidence of the author's fairness or bias, his qualifications, his point of view, intent, and truthfulness; and determining adequacy of information coverage, and recognizing the technique of the propagandists.

On the creative level the skills needed are: knowledge of what is written, able to interpret, able to evaluate pertinence of information.

The following is a list of skills needed to comprehend French IV. They all deal in a lesser or greater degree with each of the four levels. They require the student to:

-possess a basic knowledge of French vocabulary;

-understand frequently used idioms;

-understand and following directions;

-grasp and understand meanings;

-grasp directly stated details or facts;

-grasp implied meanings and drawings inferences;

-be able to use dictionary for specific word study;

-use etymology;

-explain "New Words" sections of the dictionary;

-use new words in oral and written assignments;

-discuss new words that will appear in reading assignments;

-use and keep notebook of new words;

-know and understand usage of slang, euphemisms, methaphors, "colored" words, and figures of speech;

-use and complete crossword puzzles;

-be able to guess the meaning of words used in context;

-noting factual data, chronology, sequence and enumeration;

-note various relationships;

-make comparisons;

-draw conclusions & inferences;

-make generalization;

-be able to associate meaning with the graphic symbol;

-be able to understand words in context and to select the meaning that fits the content;

-be able to read in thought units;

-be able to understand units of increasing size: the phrase, clause, sentence, paragraph, and whole selection;

-be able to acquire word meanings;

-be able to select and understand the main ideas;

-be able to draw inferences;

-be able to understand the writer's organization;

-be able to retain ideas;

-be able to apply ideas and integrate them with one's past experiences;

-be able to grasp directly stated details or facts;

-be able to grasp the sequence of time, place, ideas, events, or steps;

-be able to sense relationships of time, place, cause and effect, events and character;

-understand and draw comparisons and contrasts;

-make generalizations or draw conclusions,

The model of comprehension level that I selected is taken from Shepherd. He divides comprehension in four ways: the literal, the interpretive, the critical, and the creative.

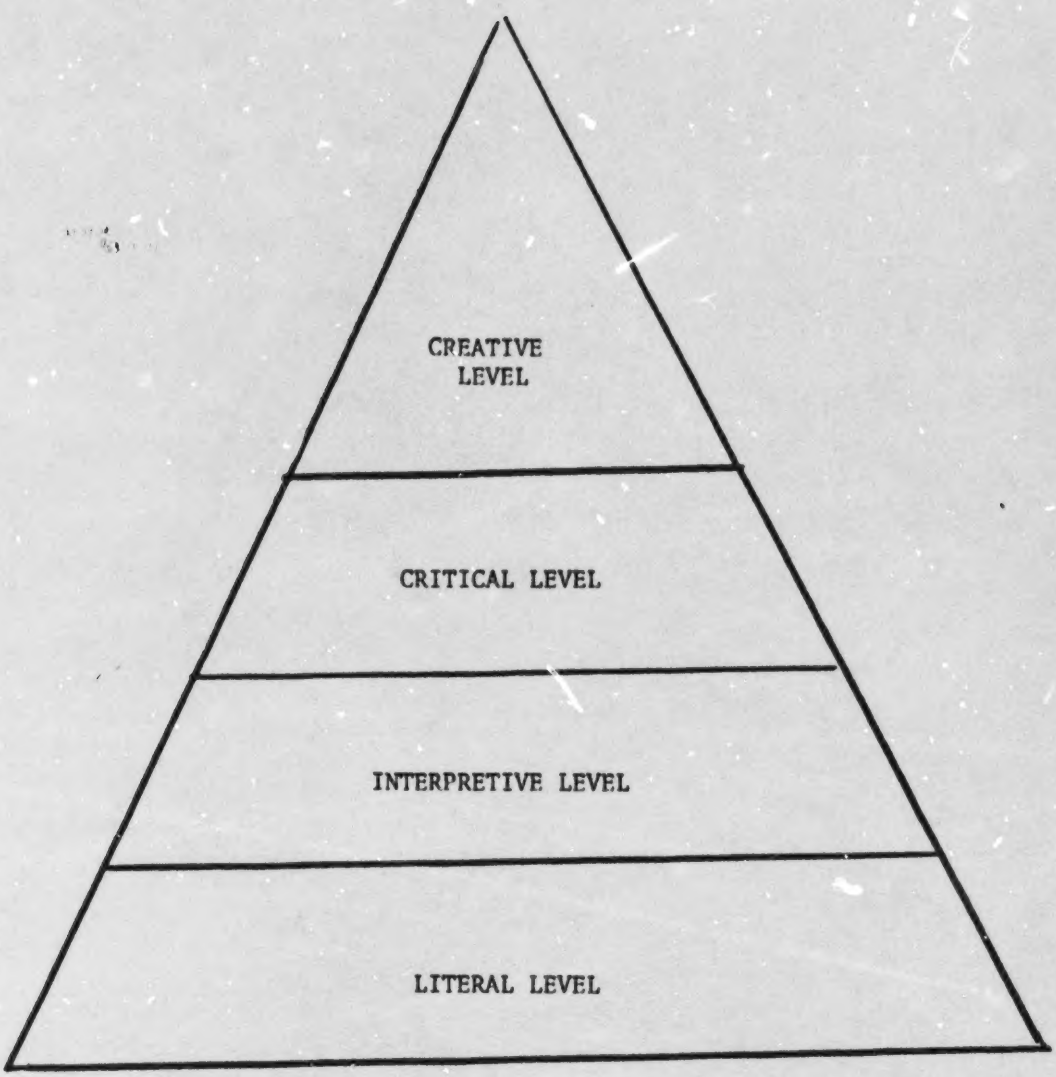
The literal level is the simplest level. All the students need do at this level is reproduce the facts as they are presented by the author. At this level, the students must develop such skills as: noting factual data, sequence, chronology, and enumeration.

The interpretive level requires the student to go beyond the information given by the author; it depends on competence at the literal level. At this level the student has to see the such relationships as: cause and effect, part/whole, comparisons, drawing conclusions and making inferences, and making generalizations. At this level class discussion is vital. In French the interpretive level necessitates fluency in the language, and sometimes not all students possess this fluency.

The critical level deals with evaluating and finding given information. Skills at this level are aimed toward evaluating the author's use of language for guiding the reader's interpretation, noting evidence of the author's fairness or biases, his qualifications, his point of view & intent, truthfulness, and determining adequacy of information covered. Recognizing techniques are also included among the skills of critical reading. Again, at this level, discussion is important, and a greater fluency of the language is also necessary.

The last level, the creative level, requires the student's involvement with the information presented as he uses it to formulate or to rethink ideas of his own. This level is dependant on the other three levels. For a student to deal with information at this level he must necessarily know: what the author has written, how to make interpretations basic to his purpose, and how to evaluate

the relevancy of the information. To some degree, students do function at this level, but only after extensive pre-reading exercises, much explanation during the reading, and much discussion after.


CREATIVE
LEVEL
CRITICAL LEVEL
INTERPRETIVE LEVEL
LITERAL LEVEL

SHEPHERD

The book I used is one of a series of packets used in French IV classes.

The questions vary. In the first section entitled "Avey-vous compris?" All the questions are on the literal level. The exercises entitled "La classe de piano" and "Un concert de jazz" are also on the literal level. The activities, however, are on different levels. After the student has learned the text, (or the story), understands what it is all about, understands the vocabulary, I then have activities which deal with the interpretive, critical, and creative levels. The first activity is entitled Musical/cultural activities. In this section the student is asked to make a written or oral report on his or her favorite musician. Thus the student is given the opportunity to function at the interpretive and possibly critical level. He is also asked to prepare an exhibit which would tax the creative level.

Another activity is to teach the class a song after having listened to it on tape several times and having had the opportunity to see the lyrics. The students are again functioning at a higher level than the literal level.

In the language section the students are asked to find cognates in the text. They are also asked to prepare original sentences with certain words found in the text.

So, in my text, it was designed to tax all the levels of comprehension to some degree. The lower levels of comprehension are by far the more common, but the higher levels used only after the students have been able to grasp thoroughly the literal level are more beneficial.

Since all the levels are represented, I can't write any questions not represented unless I create another level of comprehension

In all the readings I did there was an overwhelming consensus of opinion in favor of questioning, not only at the literal level, but at all levels. All the author felt that higher level questioning was much more thought provoking, and therefore more beneficial to students. Piercey states that the art of

questioning should be taught to the students. That we should first identify, for students, the skill of questioning as a way of understanding a writer. Secondly, we should demonstrate for students, how questioning is done in order to derive maximum learning. Thirdly, we should arrange the environment so as to allow students to practice the skill of questioning.

Whatever author consulted the theme always seems to be that questioning should fit our purpose. If, as teachers, our purpose is to teach details and facts, then we will attain such results by our question. If we want our students to learn to handle ideas, cope with relationships, and make critical evaluations, then our questions must necessarily be at higher levels.

The authors also agreed that achievement in higher levels of comprehension was not limited to gifted pupils only. They agreed that students at any level on the intelligence scale can deal with higher levels of questioning.

Questions are a very important tool for teachers. I also realize that questions at the higher levels are also a must so as to challenge our students. However, I feel that a subject like French cannot deal with a complete question, answer type of relationship. Whenever I approach a new reading, I approach it as an elementary teacher would approach his or her students. First, I prepare them with information. Second, I read the text for them. Next, I prepare activities at different levels of comprehension. In other words it is not so much a questioning approach, but rather a multitude of approaches that will guide the students to the end product of comprehension.

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OCTOBER REPORT

VOCABULARY DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

FOREIGN LANGUAGE

Donald Clavette

This month's readings were quite interesting and potentially profitable for my classes. Teaching vocabulary in French has always been a prime concern for me. These readings gave me some great insights on how to proceed in establishing a vocabulary program in my classes.

To have a complete program, I feel that, as teachers, we must have a goal in mind. I know that the goal should be realistic so the following is called a vocabulary program's "ideal product" by Thomas and Robinson and is worth noting.

1. One who demonstrates a lasting enthusiasm for helping himself move towards the development of a superior vocabulary.

2. He views vocabulary growth as a lifetime process, for which he alone can assume the major responsibility.

3. He has been introduced to the "help-yourself" methods which are appropriate for his personal vocabulary development, has practiced using these methods, and has built them permanently into his reading and listening habits. These procedures will serve as lifetime tools for enriching his word resources.

4. He attends to unfamiliar words encountered during his varied readings and, through conscious effort and the use of procedures effective for him, makes selected words permanently his own.

5. Most importantly, he evidences a delight in the precision, the power, and the artistry of words: "what is needed for all learning is interest." A sense of excitement about words, a sense of wonder, a feeling of pleasure - these are the essential ingredients in vocabulary development.

With these "ideals" in mind, and with a firm resolve to make every student a better reader and a better learner, I believe that as teachers we can succeed in making every student a capable learner.

The circumstances under which each vocabulary skill should be taught vary. Vocabulary development must, by necessity, be brought about through a variety of means. Vocabulary is learned through direct and indirect experiences: trips, T.V., films, film strips, slides, field trips, are all powerful means of enlarging vocabularies and can richly invest new words with meaning. For example, a field trip to the local historical museum can bring to life meanings such as "ancetre,"

"la grande disette" and many other words dealing with our French heritage. Much of a competent readers growth comes from just such experiences, and each community has a wealth of resources that can help build vocabulary in our students.

Another viable way of acquiring vocabulary is through wide reading. Wide reading accounts for much of a "competent" reader's growth in vocabulary. Through reading he spends countless hours in a world of words. He meets new words repeatedly in similar and different settings, often with some increment of meaning at each encounter, and gradually incorporates them into his vocabulary. My role as a teacher is to encourage my students to read and to approach their readings with a conscious effort to notice unfamiliar words and to make selected ones their own. As teachers, we should pay direct attention to vocabulary and to supplement vocabulary growth through reading. As was pointed out in one of the readings, major research studies indicate that consistent, systematic instruction results in considerably greater gains than would be developed in "ordinary" reading without this help; that planned instruction is definitely superior to casual or incidental approach; and that wide reading alone, especially with less able readers, does not insure an adequate vocabulary. I can help my students by searching through the assignment for "stopper" words and preteach these to the class. Context clues can be a major self-help technique for students in learning the vocabularies of many of their subjects. All possible help should be given to students in learning to use context clues as an aid in getting at the meaning of unknown words. Knowledge of frequently recurring prefixes, suffixes, and roots, when used in conjunction with context revelation, can give students another important self-help technique to help them unlock the meaning of words. Thus an overall goal of a vocabulary program should be to sensitize students to all aspects of their language and to instill in them the capacity to respond to it with perceptiveness and enthusiasm.

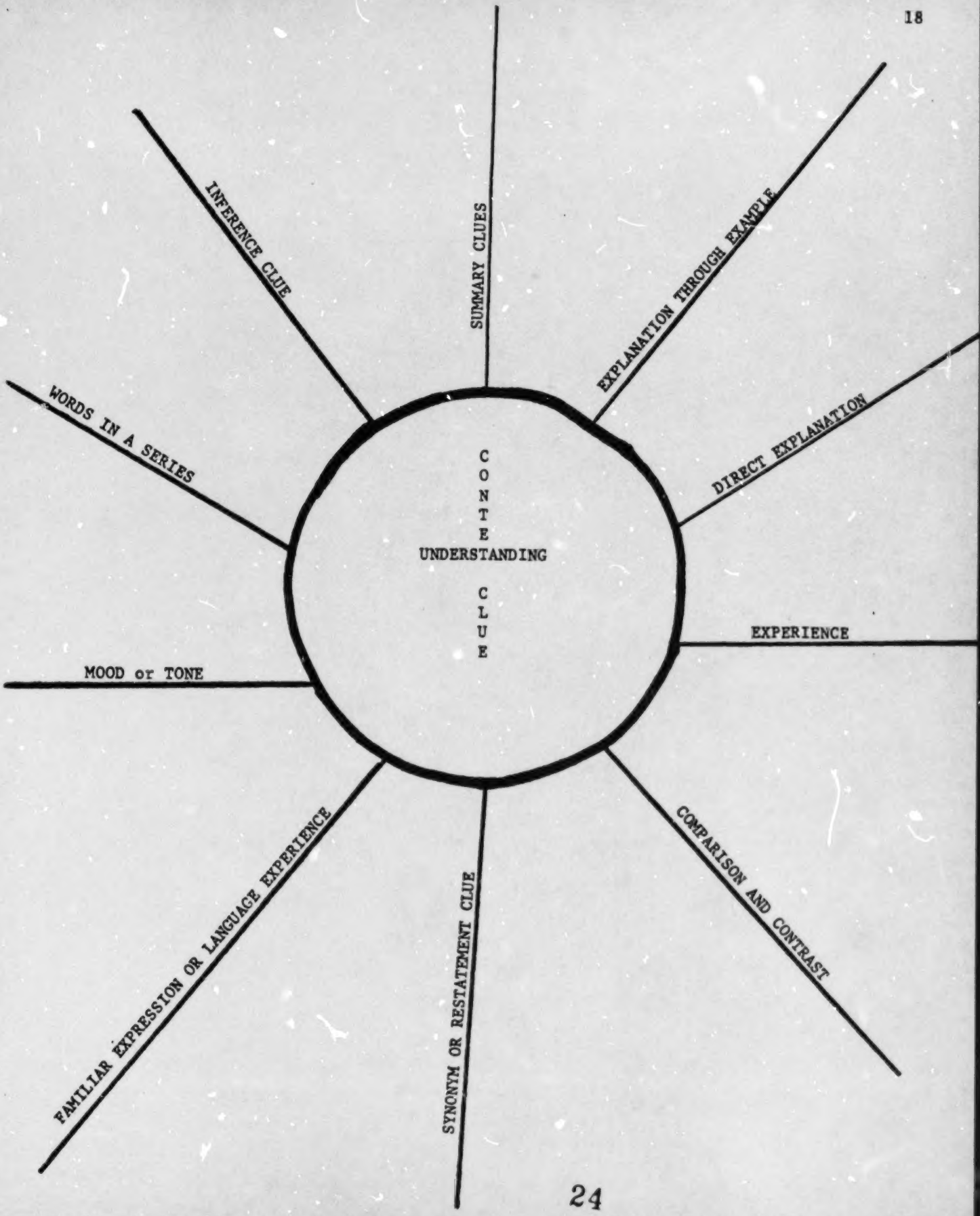
Wide reading, as mentioned before, is very important in teaching vocabulary. This, however, is lacking in a great majority of our students and is

extremely difficult to have them do it. In my subject area I usually assign readings only after having thoroughly gone over the vocabulary. I would generally read the text first for the students and then possibly have some students read it. If I do assign wide reading I do it only with material each student is able to handle.

To further expand on context clues, I find that my students are unable to use context clues. On one occassion I asked my students to write down all the words they did not know from a given text. I then asked them to make an intelligent guess based on context. Most didn't even make any attempt. I then proceeded to show them how to use context to come up with some functional definition. After this, all of my students came up with a definiation and most were reasonably correct. I tried this exercise again and found students had far fewer words they didn't known because they were using context.

Context is a major tool for students in expanding their vocabulary. The student who half glanced at unknown words can be taught to look at context to get some meaning. In my subject area we deal with so many unknown words each day that if the students had to look each of them up I think he would burn every dictionary in my class before the year was over. Fortunately most of the unknown words are defined for them in the book, and if not, they can be taught to use context to derive a general meaning until a more specific meaning is needed. As these words are encountered more frequently, they soon become permanently homed in the student's mind.

Robinson and Thomas list ten different types of context clues. In order to instill a better understanding of these I have made a chart of these showing how each of these contribute to understanding.


CONTEXT CLUE
UNDERSTANDING
SUMMARY CLUES
EXPLANATION THROUGH EXAMPLE
DIRECT EXPLANATION
EXPERIENCE
COMPARISON AND CONTRAST
SYNONYM OR RESTATEMENT CLUE
FAMILIAR EXPRESSION OR LANGUAGE EXPERIENCE
MOOD or TONE
WORDS IN A SERIES
INFERENCE CLUE

All students should know how to use the information in a dictionary. Dictionaries are marvelous tools and should often be consulted. However, when students are asked to use the dictionary too often, they soon tire from such a prodigious task. Moreover, students may be confused by the multiple meanings to be found in a dictionary, and may select one entirely out of context with what may be desired. According to the readings, vocabulary should first be introduced in context so that students can get a semblance of meaning for the word for that particular situation. That may be all the student needs for the moment. If, however, the student later realizes that the meaning he has formulated for the word is not sufficient, then a dictionary should be consulted. Dictionaries should be consulted to verify or reject a context guess. No single context revelation will illuminate all the future uses of the word the student will meet.

Another phase in making our readers more self sufficient is structural analysis. Structural analysis will help students discover the meanings of thousands of words. By learning word parts students may be able to give the meanings for hundreds of related words. By studying Latin and Greek prefixes, suffixes, and roots, a student can immensely increase his vocabulary. There are limitations, however. Students should be prepared for deceptive combinations that are foolers because they resemble a Greek or Latin word element but are completely unrelated. Other limitations are:

1. Many prefixes (and some roots) have several distinct meanings.
2. The Greek or Latin word element is often buried within the word and has changed in form across the centuries.
3. At best, reasoning from Greek or Latin usually yields only a general or partial meaning.

Therefore, in deriving meaning, the student should:

1. Examine the word for familiar parts.

2. If they recognize a part as familiar but do not know its meaning, they try to think of other words in which the part appears, then reason out the meaning of the part.

3. Returning to the context, they combine contextual clues with the structural to try to work out the word's meaning.

4. They check with the dictionary when necessary. With repeated successful experiences in the classroom, students should come to apply their techniques of structural analysis habitually.

This section has probably been the most beneficial for me thus far. I am always looking for ways to improve and enrich my student's vocabularys. I learned from this section that I was doing some things right and also that some things could be improved with minor adjustments.

As a final note I would like to express a thought. In project capable our basic aim is to make every student a more capable learner, in other words to bring out a basic learning efficiency. The concern I have is that when we talk about basics we must include in there attitudes. Unless students are receptive to what we are trying to do I feel we will be doomed to failure before we even start. In the ten years of our subject materials more effectively, but in the process we are not paying attention to the reciever of all this material. How that student feels, his attitude, his basic values all make up the difference between learning or not.

The word I chose (balustrade = railing) is not an abstract word but is a typical word that I deal with in my subject area.

An activity that I have used in my classes can be used for any word I wish to teach the class. In this instance I will use "balustrade" to work my activity around.

I would give the word to a student (other students would be involved using other words). I would then instruct the student to find the meaning of the word and to make several sentences with the word. At this point the student would be dealing at the specific level. This can also be adapted where the student is asked to find his own word, a word that could be used by other students in their everyday speech. Either way this activity would be beneficial to the students.

After having conceived a specific concept for the word I would then ask the students to research the word further looking for suffixes, prefixes, or other aspects of the word that would help students remember their word. I would also ask them to research the word for its origin, the history of the word or an amusing story that may go with the word that would help us remember it.

On the conceptual level I would then have students produce a real or vicarious experience for the class. They can have the student experience the word directly by bringing the class to a place where the word is demonstrated. An example is to have students go around the building seeing, feeling, and experiencing the word "balustrade." Or the students can bring pictures of "balustrades" showing the different types of "balustrades." Either way, the student has to sell his or her word to the class. He must do it by presenting the word to the class by using a poster. On the poster he must define the word thoroughly. He then must produce some type of experience with the word. The student then can advertise his or her word placing the poster anywhere in the class. The following week students are asked the word to see how many remember the word and also who did the best selling job.

Another activity that deals with the four levels is to read a text. Pick out the words from the text that the students don't know. I then place the word on the board and have students give me a meaning for the words. I accept all meanings and write those on the board. I then proceed to eliminate those meanings that don't fit with the context. I then ask the students to look up the meaning and find one that fits the context. I then have the students make sentences with the word.

On the functional level I have students find pictures representing the word. I would encourage them to find different pictures for the different meanings of the word.

The students would then bring their pictures to class and would be asked to make an oral report with their word. A written report would then be assigned. In the report students would be asked to write about related words and to give a history of the word.

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NOVEMBER-DECEMBER REPORT

DRA & SQ3R

TITLE IV: PART C
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FOREIGN LANGUAGE

Donald Clavette

In developing my strategy to introduce the SQ3R study technique to my classes, I will refer to Thomas and Robinson's PQRST method, a variation of SQ3R.

For the sake of conformity and convenience, I will base my strategy around "Le Jazz en France," by Andre Paquette.

The first thing I do is to examine with my students the title "Le Jazz en France." I ask my students, in French, what the title says to them? I ask them to tell me what they expect to read about in this selection. I then write the letter P on the board. I then tell my students that the first step to mastering a unit of work in French is to "PREVIEW." I tell them that in previewing we examine the title to see what information it yields. While explaining this, we go through the process with our text. After examining the title, and then tell them to read the first paragraph. Often the author will announce his intentions or give a clue of what's to follow. We then read the first few sentences of the selection and find out the author's intention. Next, we skim through the body of the selection trying to narrow down what the author is saying. I tell my students to examine the conclusion where the author will often summarize the important content. In our case the passage is short enough that a conclustion is not included or needed. As I explain the Preview step, I walk through the process with my students. I tell them not to look up words at this point. I tell them to use their knowledge of music and to question while skimming.

Once we are done skimming, I write a Q on the board. I explain to my students that "Q" stands for "QUESTION." In the questioning stage I ask questions about the reading. I also explain to them that by questioning their reading should become an active search for meaning.

I now write "R" on the board. I explain to my students that "R" stands for "READ." At this point, depending on the level of the students, I will read the selection aloud to my students or have them read it by themselves. After having read the selection out loud, I have the students read to answer the questions. In this reading, I emphasize reading for meaning. I generally would take time to explain to them how to use content to derive meaning out of unknown words. I tell them to read the complete sentence skipping over the unknown word and then trying make sense of the word by guessing at a meaning. I also tell them to be aware of the relationship between the French word and the English word. I also tell them to look at the roots, the prefixes, or suffixes to derive meaning. If all fails, I tell them to use the dictionary. However, I emphasize using the dictionary only after all other possibilities have been exhausted.

I now put a big "S" on the board and explain to the students that the "S" stands for "STATE." I tell them that after having read the selection they should stop and reflect on it. Then I tell them to recite to themselves what they have read. To further emphasize what I mean I would pair the students and have each student ask the other a question or questions on the passage to see if they understood what it was about. If they can't answer the questions I ask them to reread the appropriate parts.

The final letter that I add on the board is a "T". I tell them that this stands for "TEST." During this step, I can test on the fluency of their reading or on the content, depending what I want to emphasize. To test fluency, I would have the students make a recording of the passage trying to read as quickly and smoothly as possible.

The DRA, SQ3R, and variation of these are all basically the same. They all emphasize setting the scene first, developing a purpose through appropriate questions second, then a reading phase followed by some type of follow-up.

They all agreed that some type of directed reading was far superior to nondirected reading, and that directed reading should be reinforced in all subjects. All authors pointed to some research indicating that directed reading produced much better results than non-directed reading.

The major difference lay in the finer points of the reading strategies. Herber probably had the strongest objection. He proprosed that the IF (instructional framework) was superior to the DRA. As was pointed out both the DRA and IF are similar in the first stage. The major difference lay in the reading stage. Herber maintains that students need more guidance in their reading, in their reaction, and in their information gathering. He felt that the DRA did not provide the structure needed in the reading phase. Most teachers, he says, assumed that a level of independence had been attained by the readers using the DRA, a level, he felt, had really not been attained because of the lack of guidance. Since level three built on that assumption, the students often times were not ready for the final stage.

For my subject area, Herber's theory of learning seems to fit best. I feel my students have to be given more guidance in the reading stage. Often times I will read the selection for them, before having them read to answer questions. While they are reading I will often go around and helping those students having the most difficulty dealing with the material.

In conclusion, the readings done this month tells us that, as teachers, we must take action in our classes to direct our students to become independent readers. This can only be accomplished by using an agreed upon method such as the DRA, SQ3R, IF, or any of the others mentioned in the readings. Whatever method it must lead to independence in reading, and it must be one that all students can effectively learn and use.

A Directed-Reading - Thinking Activity

Foreign Language

Author - Andre Paquette

Title - Le Jazz en France

Pages - 4

Suggested Level of Book - 2nd year high school French

I. PREPARATION

A. INTRODUCTION AND MOTIVATION

I begin my lesson by asking my students what type of music they enjoy. I then ask them if they have ever listened to jazz and if they know of any jazz musicians. I would then play them a few selections of jazz to have them experience the music. I would then explain to them how jazz is greatly played in France, and how many of the great jazz musicians have played in France. I then proceed to tell my class about Sidney Bechet, a great jazz musician, and how he spent much of his time playing in Europe and most especially in France. After this we would proceed to read the text. (I usually have the text on tape and have students listen to the tape).

B. CONCEPT CLARIFICATION

To clarify the concepts I show pictures of the vocabulary words introduced. Since these deal with instruments it's fairly easy to obtain pictures of these to show the class.

C. "WORD STOPPERS"- VOCABULARY

1. une batterie
2. une flute
3. un banjo
4. une guitare
5. une trompette
6. un violon
7. un saxophone
8. un accordeon
9. un piano
10. une clarinette

D. SKILL DIRECTION

Context clues - I usually make it a practice to teach this skill to all my classes at the start of the year. At this point I would re-emphasize the use of context as clues to the class. I would also encourage them to use their knowledge of English to relate the words with its English equivalent only if they are basically the same in both languages.

E. PURPOSES FOR READING

1. To make students more aware of a significant cultural tie between the U.S. and France.

2. To review the student's knowledge of three verb constructions used with the infinitive verb + infinitive, verb + à + infinitive, and verb + de + infinitive.

3. To review and increase the student's knowledge and use of commonly used musical terms.

4. To review the construction jouer de + the name of a musical instrument.

5. To encourage the student to engage in additional linguistic and cultural activities related to music in French.

II. SILENT READING

III. COMPREHENSION CHECK

I give each student a sheet with the musical instruments illustrated with a blank space next to each. I list the vocabulary words at the bottom of the sheet and have students match the instuments with the words.

IV. FOLLOW-UP ACTIVITY

I have the students make a written or oral report on their favorite musician using the text as a model.

I have the students teach the class a contemporary French song. I ask them to explain the lyrics orally, in French, teach the class the lyrics, play a record or tape of the song, and conduct a sing along so the class will master the melody.

For advanced students I have them select a song from a record and transcribe the lyrics. They may work in teams, playing and replaying a tape or cassette re-recording until they succeed in making an exact transcription of the lyrics.

I have the students present a display of instruments or pictures of instruments and make an oral presentation in French to the class.

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JANUARY REPORT

STUDY SKILLS

TITLE IV: PART C
DEVELOPMENTAL GRANT

Foreign Language

Donald Clavette

The study skills that I will deal with in this report were identified by Robert Karlin and are as follows:

1. Selection and evaluation
2. Organization
3. Location of information
4. Following directions
5. Graphic aids

A sixth study aid mentioned by Shepherd is retaining what is read. I don't plan to deal with this skill in my report because it was the subject of our last report and has therefore been covered quite thoroughly.

Before going into each skill in depth, I have to mention that many subskills are involved with the major skills. In my report I have included charts that illustrate the relationship of each subskill to the major study skill. These subskills need to be addressed in order to deal effectively with the major study skills.

Each day students are asked to select, evaluate, organize, remember, and locate information. So it is apparent that students must possess a degree of proficiency in the use of the skills in order to deal with them. The remainder of the report will deal with the skills individually.

Selection and Evaluation

As Karlin pointed out, the ability to spot essential thoughts quickly is the mark of a good reader; the ability to recognize unessential information is equally important. My content area is certainly not exempt from knowing these skills. We deal greatly in the location of information, though at a more elementary level, and in evaluating that information to see if it fits our purpose. An example of this is reading a text and then having to answer questions dealing with that text. Students have to locate the information within a labyrinth of information. Students must also be adepth at dealing with main ideas as

would be apparent in a class discussion on a certain text.

Organization

Most of the information read has some organizational framework to it. Students must often decipher this pattern in order to extract the important information that they will need. Being able to recognize the organizational pattern of certain authors is a definite skill. But more than that, being able to extract the information and organizing it so that the information will have some uniformity, and so that the information has a pattern of consistency, is a skill that would benefit all students. Notes demand such organization, and outlining is the method which can do just that, organize the reader's thoughts in such a way that he can easily recall any bit of information he may need for a particular task. Outlining presupposes a degree of proficiency in finding main ideas, a skill which will have to be taught prior to dealing with the organizational skills.

Notetaking and outlining are two organizational skills lightly touched upon in French. There is a need for summarizing skills for paragraphs or short readings, in which case a rudimentary ability in mental outlining may be useful, but a formal outline as such is not frequently used in my classes.

Location of information

Education, especially a well rounded education, presupposes a use of a wide variety of information. This is why in so many schools today there is such a great emphasis on having a well stocked library. Along with a good library comes the need for students to acquire skills in locating information. In all of today's classrooms, students are asked to locate information in table of contents, in the index, in the library, in dictionaries, and in various other sources. As teachers, we take for granted that our students are adept at locating all of this information. This is an assumption that I am fast learning is incorrect. In French, my students are often asked to gather information

from various sources. In many cases, much of the information is contained in the textbook. Students are often asked, however, to gather information from encyclopedias, dictionaries, reference books, and magazines or periodicals. Often, students do not know how to gather information from these various sources. I have found that spending some time on this skill was very profitable to the students and in the quality of work passed in. I have also found that these skills also need a brush up occasionally.

Following Directions

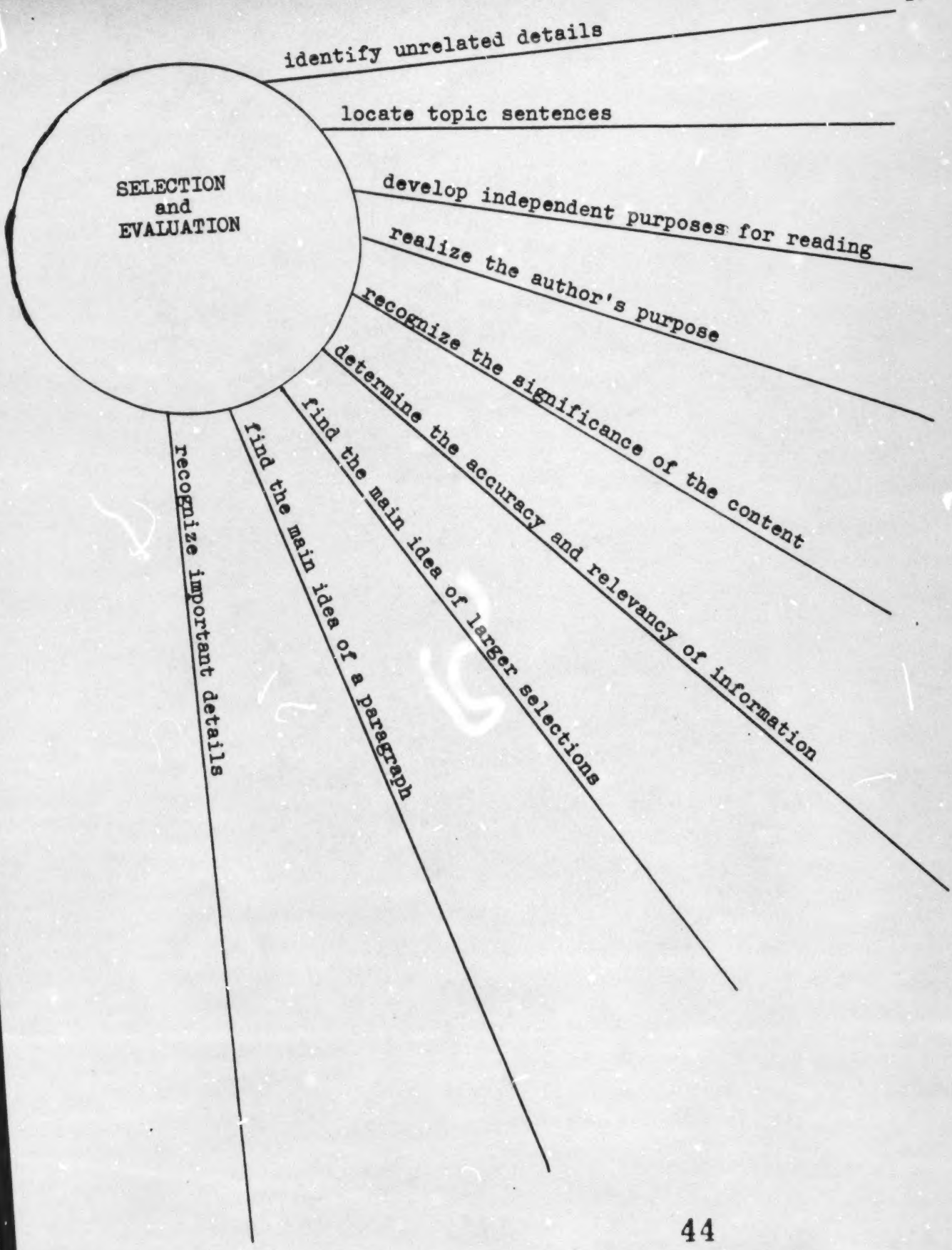
This skill has been a source of frustration for me. It seems that students take for granted that they know what is being asked of them before they even receive their instructions. From the moment a student walks in the class to the time the final bell rings, students are given many different types of instructions that they must process and decipher. Many of them, I have found, have never learned hwo to follow directions. My area is not exempt, I give hundreds of directions both verbally and written. Learning to follow directions would certainly be a worthwhile endeavor for me to undertake in my classes.

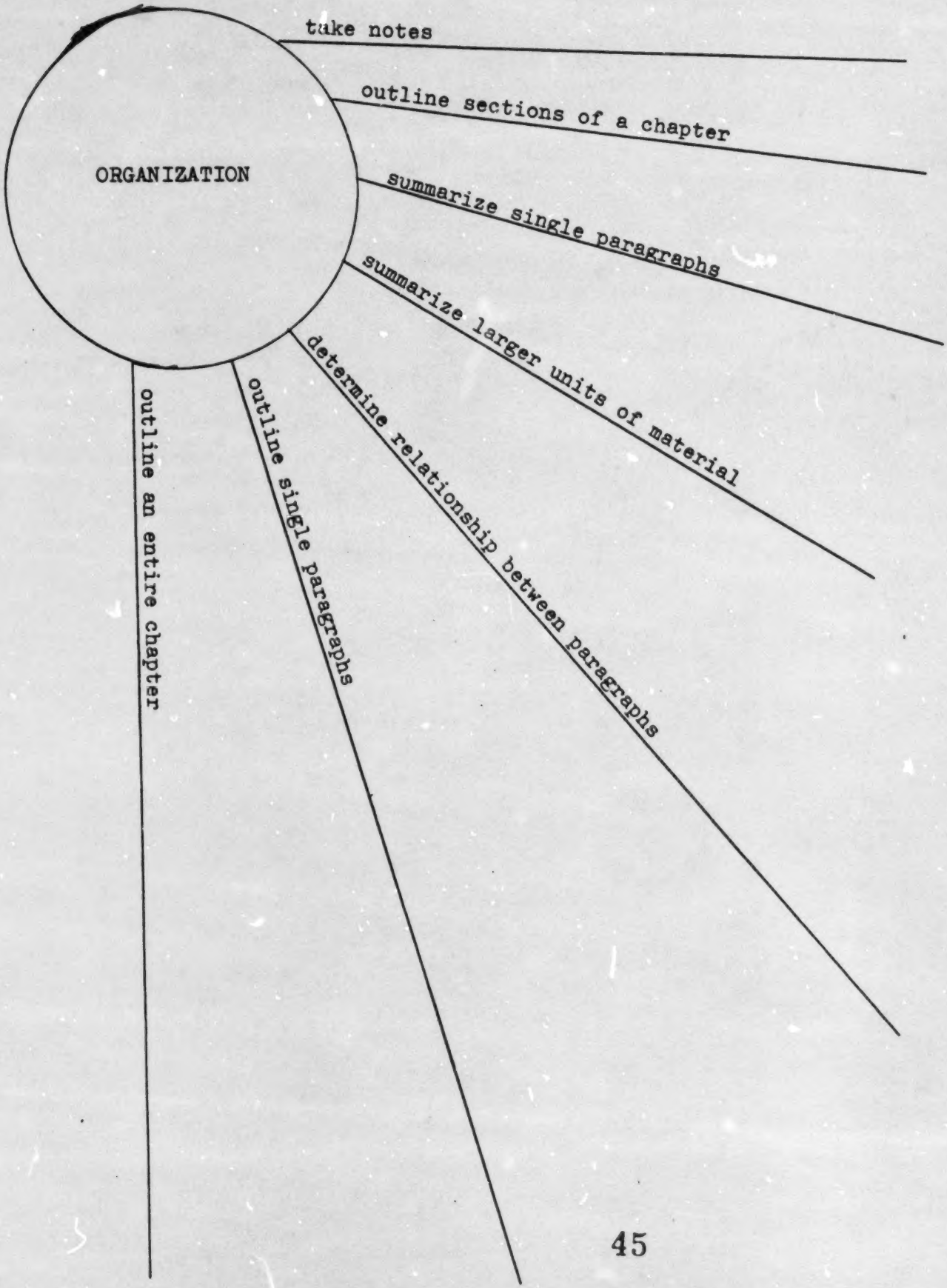
Graphic Aids

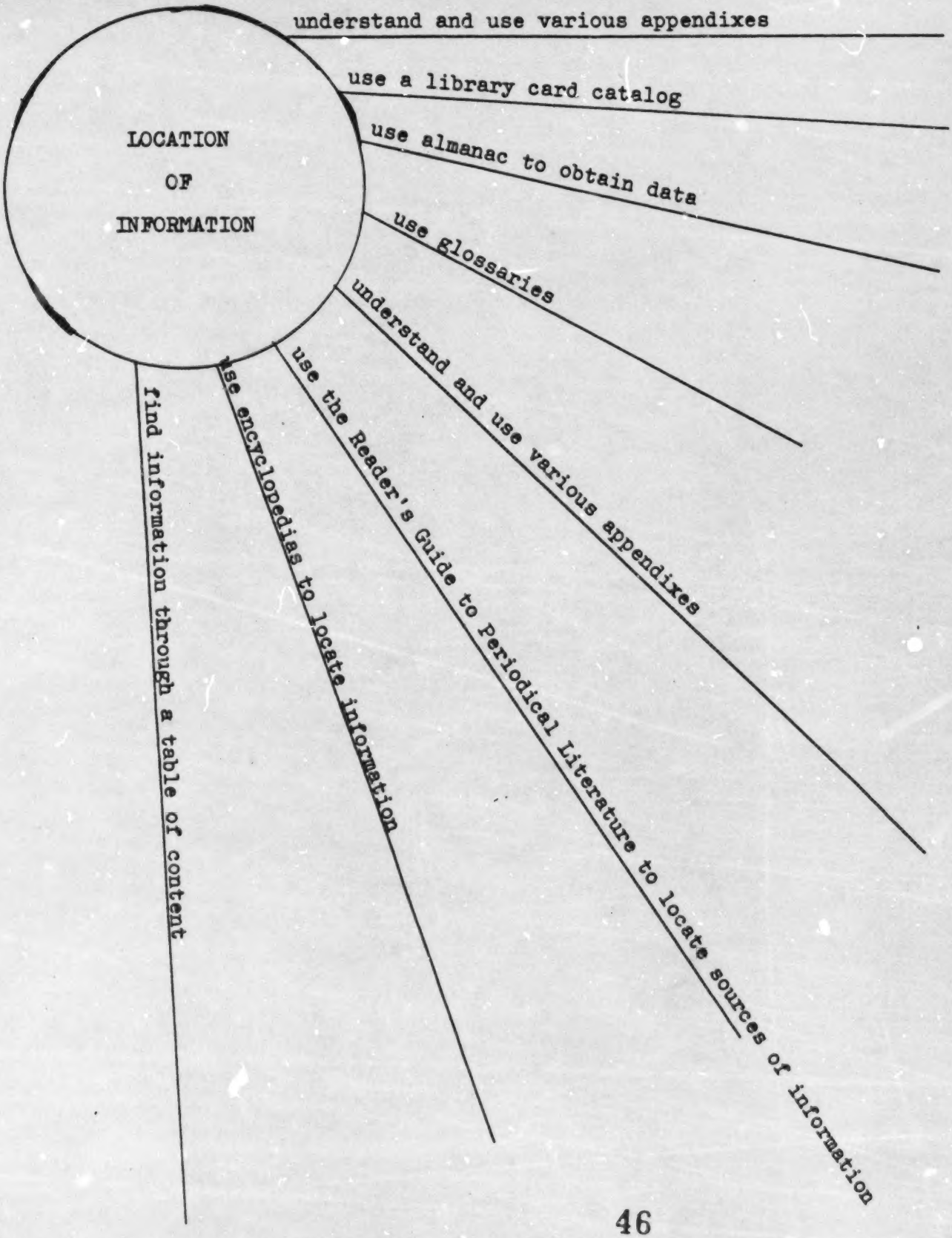
In every subject area, graphic aids are an everyday phenomena that students must learn to cope with. Most pass over these aids without giving them any thought. Many students don't know how to use graphs or other graphic aids. Often the sectionalized maps defy their understanding. Often times these aids provide the key to full understanding of what is being discussed in the section or chapter. These aids often help make clear difficult and abstract ideas as well as to support them. Often these keys go unnoticed only because the student has not learned to decipher or use these aids.

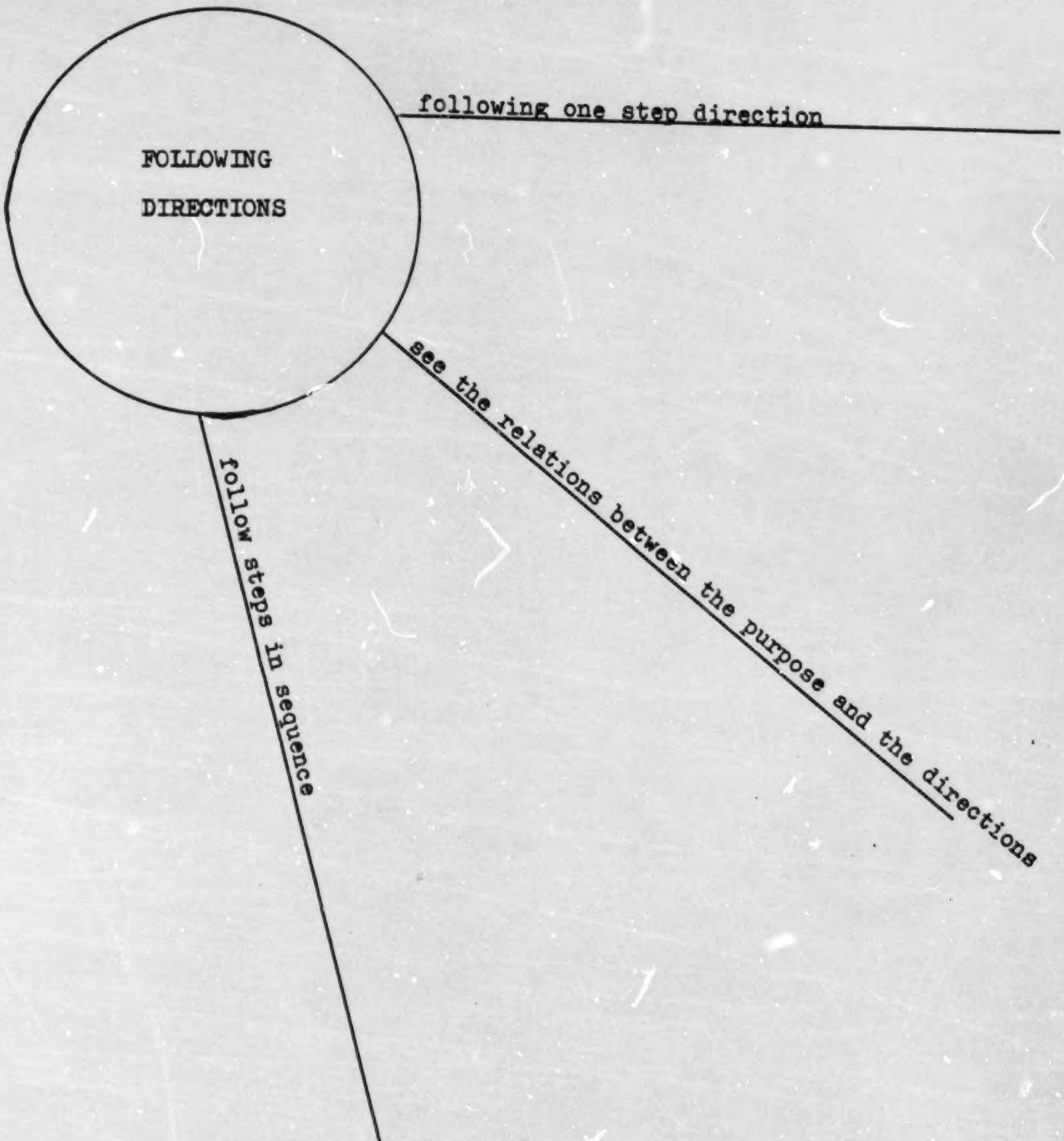
Graphic aids are not a major part of my subject matter. We use aids to sometimes clarify a certain cultural note, to realize the location of a certain area being studied, or for other miscellaneous information. However, these are

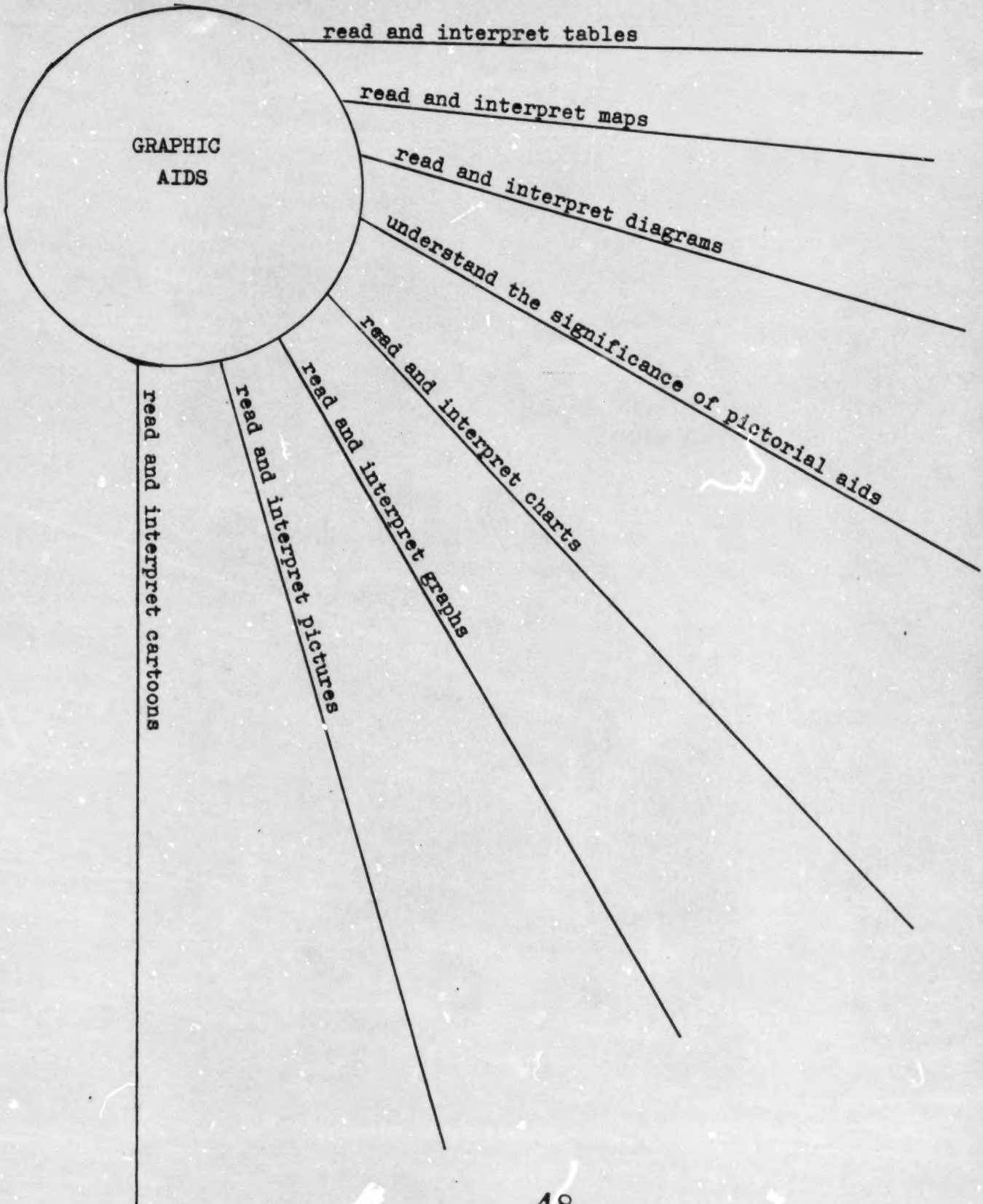
always presented as supplementary information and explained in detail.


SELECTION
and
EVALUATION
identify unrelated details
locate topic sentences
develop independent purposes for reading
realize the author's purpose
recognize the significance of the content
determine the accuracy and relevancy of information
find the main idea of larger selections
find the main idea of a paragraph
recognize important details


ORGANIZATION
take notes
outline sections of a chapter
summarize single paragraphs
summarize larger units of material
determine relationship between paragraphs
outline single paragraphs
outline an entire chapter


LOCATION
OF
INFORMATION
understand and use various appendixes
use a library card catalog
use almanac to obtain data
use glossaries
understand and use various appendixes
use the Reader's Guide to Periodical Literature to locate sources of information
use encyclopedias to locate information
find information through a table of content


FOLLOWING
DIRECTIONS
following one step direction
see the relations between the purpose and the directions
follow steps in sequence


GRAPHIC
AIDS
read and interpret tables
read and interpret maps
read and interpret diagrams
understand the significance of pictorial aids
read and interpret charts
read and interpret graphs
read and interpret pictures
read and interpret cartoons

The lesson I am developing has the following objectives:

1. How to form questions
2. How to answer questions
3. Learning question words and how to use them

In this assignment, the following study skills will be needed by my students to complete their task:

1. Locating information: while going through the stations students will need to look up some vocabulary words in the dictionary and will therefore need skills in using a French-English dictionary.
2. Following directions: directions in regards to the general manner in completing the stations will be given. Also there will be information as to how to complete each station at the stations themselves. Students will need some general knowledge of how to follow directions.
3. Selecting and evaluating information: each station will demand that the students select and evaluate information to some degree. There will be, however, some stations that will deal specifically with this skill making it mandatory that the students have some degree of proficiency in dealing with this skill.
4. Content area reading: students will need some degree of proficiency in French. Since all the students have had a least three and a half years of French the material and vocabulary would be on that level.
5. Retaining what is read: Some proficiency in retaining what is read will be needed, but this will not be the primary concern. The concern will be directed more towards the skill of formation of questions both orally and in writing. The only information they will need to retain is the knowledge they gain in forming questions so as to pass the test at the end of the activities.

The following are the stations and the activities to be found at each station:

Station One:

Card game - students are given two stacks of cards. One stack has questions the other answers. Students must match the question with the answer in a specified period of time. They would receive two points for each correct answer.

Station Two:

Cube - students roll a cube as if it were a dice, and they must form a question using the question word that appears on top when the cube is rolled.

Station three:

Worksheets - Students are given worksheets to complete. These sheets ask that students form and answer questions.

Station four:

Comic strips - a pair of students are given two figures. They must make conversation bubbles with a question and answer. They do this in form of a comic strip.

Station five:

Fishing - I attach a paper clip to cut out shoes made of paper. Each shoe has a question on it. The student must then fish out the questions and answer it.

Station six:

Test - after the students have completed all the stations they come to station sic for test to see if they have mastered the material. Usually a pre-test is given to determine the degree of improvement each student has achieved.

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FEBRUARY REPORT

"MANAGEMENT TECHNIQUES"

TITLE IV: PART C
DEVELOPMENTAL GRANT

FOREIGN LANGUAGE

Donald Clavette

Classroom Management has been one of the most difficult problems most teachers have had to face in their teaching careers. The most important role we as teachers play is in allowing our students the flexibility and freedom to persue the knowledge they demand and need and, indeed, deserve. This is not always easy, as a teacher, I have the tendency to want to dominate, to rule with an iron hand. But, as a teacher I have the responsibility, not only to teach my students the content, but also to teach them how to acquire, interpret, and use knowledge independently. To do this I must include in my classroom management some form of grouping techniques that will enable my students to persue these skills independently.

The five types of grouping that are most commonly used by educators today are the following:

1. random assignment
2. Peer or self-selected groups
3. homogeneous or heterogeneous achievement grouping
4. interest groups
5. skill groups

The type of grouping used will depend on the purpose of the assignment. If the assignment is competitive in nature, then a random assignment would be preferable. If the assignment is to teach content with a need to motivate the students, then a peer or self-selected group may be the answer. If the purpose is to provide help to the slower students, heterogeneous grouping would help. If the purpose is to achieve or to increase one's ability or achievement level, a homogeneous grouping would then be preferable. If the purpose is to allow students to work on their own and to work on what interests them most then interest groups should be set up. If the purpose is to teach certain skills, then groups should be set up according to skill abilities. Therefore, there is no one preferable method, only several methods which can be adapted to suit

the purpose.

Classroom management depends, in a large part, on the philosophy and purpose of the teacher. David Russell synthesizes the need for a flexible grouping practice and classroom management in our schools today. Russell says that:

> "Some research studies, particularly in the field of reading, indicate that the teacher may be teaching and pupils may be learning most effectively if some activities are individual, some undertaken in small groups, and some shared by whole classes or even larger groups."

To further support this thought Helen V. Blackledge says that:

> "The best teaching, therefore, will make use of a wide variety of procedures and materials in an attempt to suit the task of the characteristics, needs, and interests of the individual children. This kind of teaching will take into consideration the basic concepts and understandings in the subject matter areas and will utilize the content found in these areas to help the children develop basic skills and abilities, social skills, and a method of working."

These two statements basically sum up the usefullness of employing various grouping procedures in the classroom. Grouping is not a cure all and cannot be used exclusively, nor is any one grouping method better than an other. Grouping depends on the purpose of the class and should be conducted only when it is most conducive to the desired objectives. Once a decision to group is made, the purpose will then dictate the type of grouping that will be used.

In summary, I have been reinforced in my conviction that grouping is a valid method of teaching. However, I have realized that groups have to be formed according to the purpose of the assignment. Having studied the skills, being more aware of the need for developing these skills in my students, I feel that the research this month will help me to better organize my grouping procedures. Rather than just a hit or miss grouping procedure I will be better able to pinpoint the right procedure to accomplish the right objectives.

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Harry Shea
Math

MARCH REPORT

"STRUCTURED OVERVIEWS & STUDY GUIDES"

TITLE IV: PART C
DEVELOPMENTAL GRANT

FOREIGN LANGUAGE

Donald Clavette

Herber identified three major factors to be dealt with in preparing a lesson. These three factors are:

1. identification of major concepts.
2. identification of the technical vocabulary.
3. skills or process to be applied.

The major ideas which students should acquire as a result of their reading must be identified. Once they are identified, they must be dealt with in depth. As was pointed out by Herber, "An in-depth study of selected concepts rather than a general survey of all concepts is preferable."

Once the concepts have been dealt with, the identification of the technical vocabulary can then be made and a study of this vocabulary can proceed. There should be few words and a thorough study made of these.

The next factor to be dealt with is the skill or process to be applied. Here a teacher must ask, "what competencies must my students have to carry out the learning tasks in this course as I teach it?" Once this has been determined, the skills can identified, taught, and the process to use can be mapped out.

According to Herber, there are no priorities in the above factors. All are equally important and must be taught prior to beginning the lesson.

Guides, as this month's research has pointed out, are an essential part in helping form a better learner. Students are faced with mountains of information, and every bit of help he can receive will certainly enhance his chances of success.

As teachers, we need to guide our students through our content areas. To do this we must develop guides that will enable them not only to learn but also to function independently. Some of the guides that are especially usefull in our classes are:

Study Guides

These guides help students get through a passage or book with some direction and with some specific objective in mind. It tries to guide the student, not so much to learn everything but rather to learn only that which is pertinent for the course. It usually tries to present the material at the different levels of comprehension. Students need to know what the author said, what he means, and how the information relates to previous experience and present settings. Study guides, then, should help simulate and stimulate comprehension. It should lead the reader through the task helping him better understand the material while helping him become a more independent learner.

Process Guides

Process guides are simply notes in the margin that help the reader keep tab on what he is reading. It is a guide that helps the student through the reading and makes students aware of the significance of certain aspects of the reading that may otherwise be skimmed over. It also adds bits of information that will help students better understand the reading.

Concept Guide

This is a guide that is used to clarify the major concepts in a lesson. Students first become aware of a word which is followed by association. For a student to conceptualize, he must associate with previous experiences or ideas. Therefore, a concept guide helps students become consciously aware of information and this enables him to classify this information into similar groups. Usually a concept guide has two parts. The first part will ask the reader to recognize important facts and ideas from the reading and the second part will ask him to categorize these items with respect to two or more concepts.

Structured Overviews

This is a device made by the teacher which is used to help learners clarify

what they already know about a unit or selection they are about to study. There are two critical features in the structural overview:

(1) The use of important vocabulary of a unit or selection to display the relationship between the concepts to be studied and those already familiar to the learner.

(2) They allow for interaction between the teacher and the learner through which modifications can be made based on the learner's cognitive structure as he reveals it through conversation.

Reading Guide

Reading guides are mainly questions - usually at different levels of comprehension. They are usually designed to help readers understand and interpret the material read.

STRUCTURED OVERVIEW

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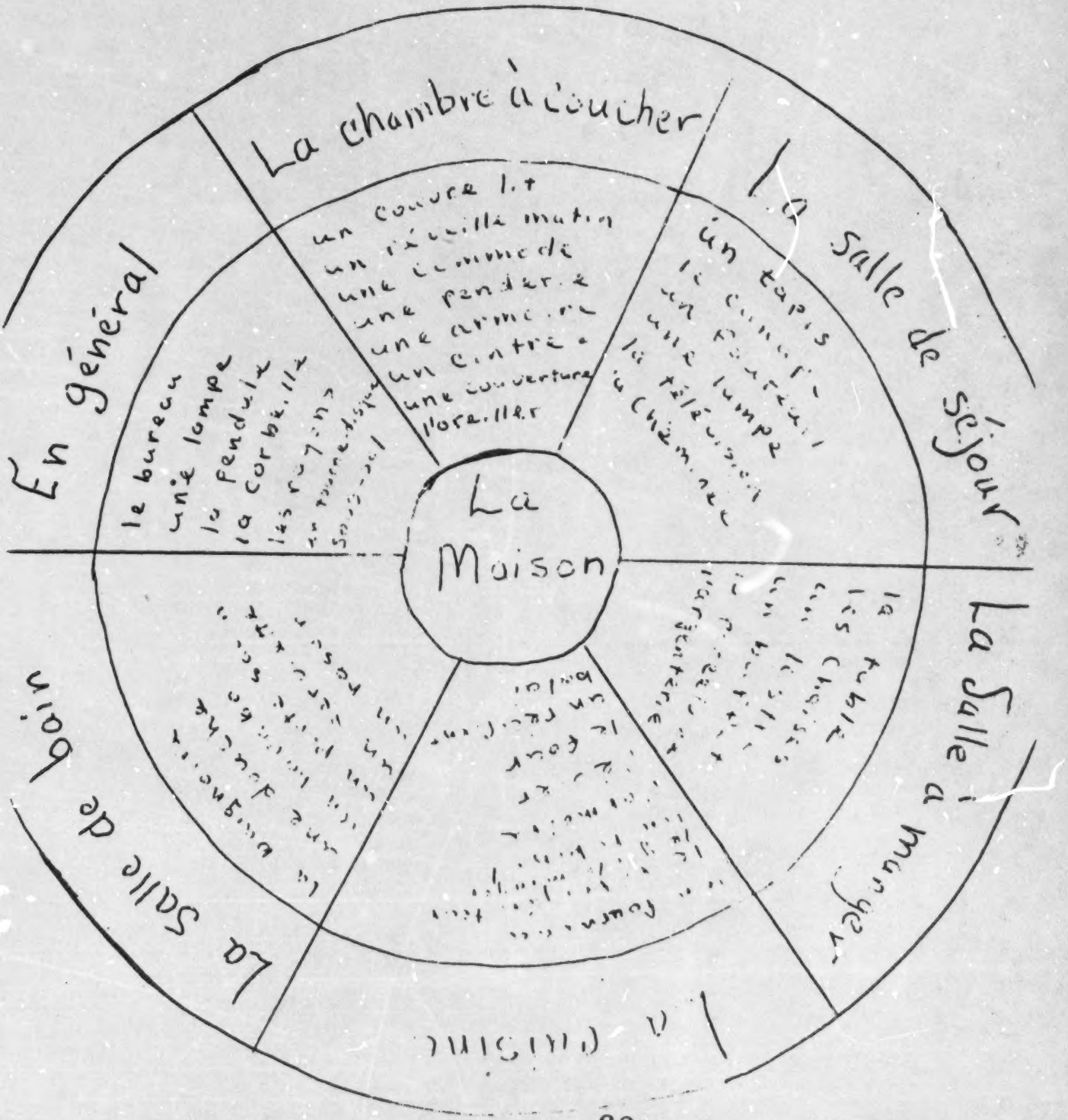
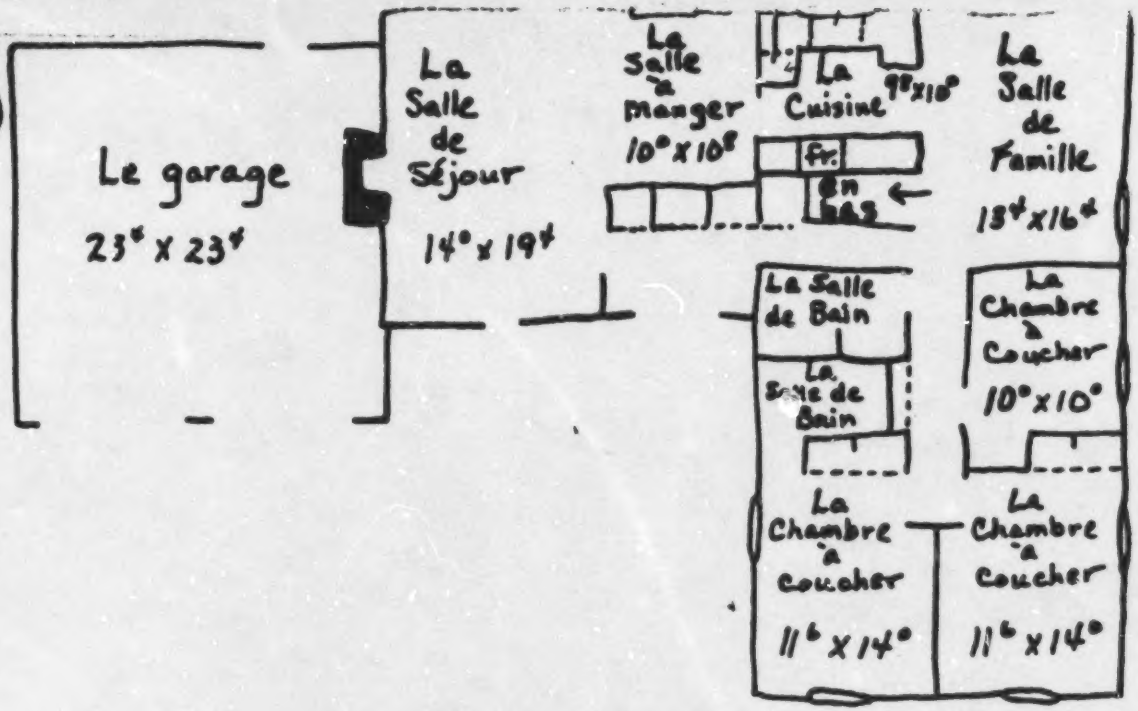


(E.) 16



1. Combien de chambres à coucher y a-t-il?
2. Combien de voitures est-ce qu'on peut garer dans le garage?
3. Quelle salle est la plus grande de toutes?
4. Lequel est plus près de l'évier, le frigidaire ou le four?
5. Combien de cabinets est-ce qu'il y a dans la maison?
6. Combien de salles de bain est-ce qu'il y a dans la maison?
7. Pour arriver de la salle à manger à la salle de famille, par quelle salle est-ce qu'il faut passer?
8. Quelle salle est plus près du garage?
9. Quelle salle est plus loin de la salle de séjour?

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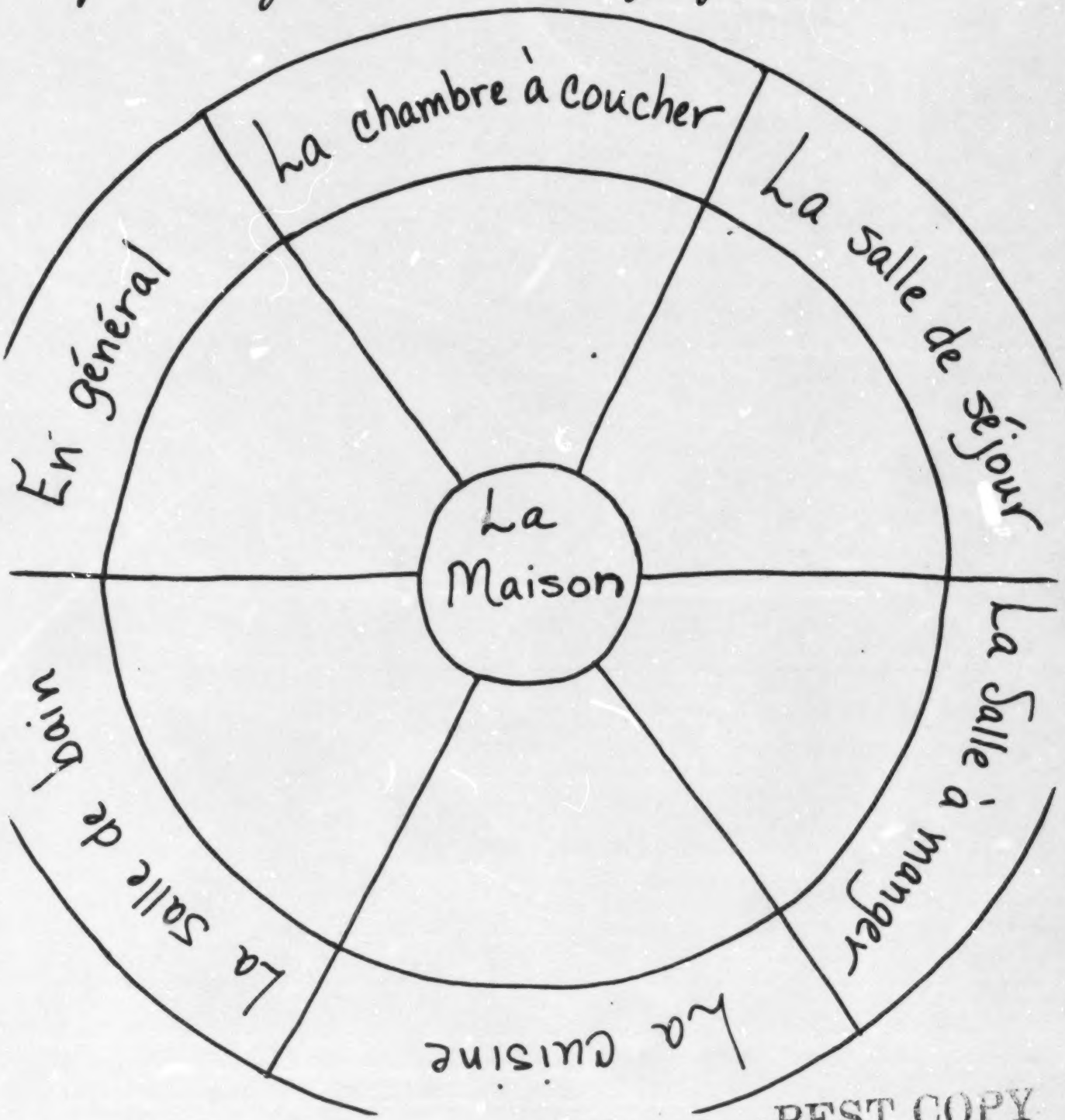
Fill in the blank space with vocabulary pertaining to the category



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Project CAPABLE

CLASSROOM ACTION PROGRAM

AIM: BASIC LEARNING EFFICIENCY

"to make each student a more capable learner"

CO-DIRECTORS

Paul Germann
Science

Terry Murphy
English

TEAM

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Social Studies

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Math

APRIL - MAY REPORT

INTEREST, MOTIVATION, ASSESSMENT

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TITLE IV: PART C
DEVELOPMENTAL GRANT

Donald Clavette

Foreign Language

Evaluation is a necessary tool needed to check to see if the goals and objectives of any program are being met. General factors need to be considered in preparing a proper and viable evaluation:

A. 1. Needs must be assessed.

2. Goals must be defined.

3. Objectives must be set.

The objectives need to be clearly defined so that the goals can be properly assessed.

B. Proper activities must be developed to better achieve the goals and objectives.

C. The tools to be used for the assessment must be closely looked at and properly used.

In project capable we have a definite objective which is to make each student a more capable learner. Therefore, at the end of three years the students in our experimental group should have accomplished more than the students in the control group. Besides accomplishing more they should be better versed in the learning skills.

The evaluation process I plan to use are teacher made tests that will record how much progress each student is making. These will be given as pre-test and post-tests.

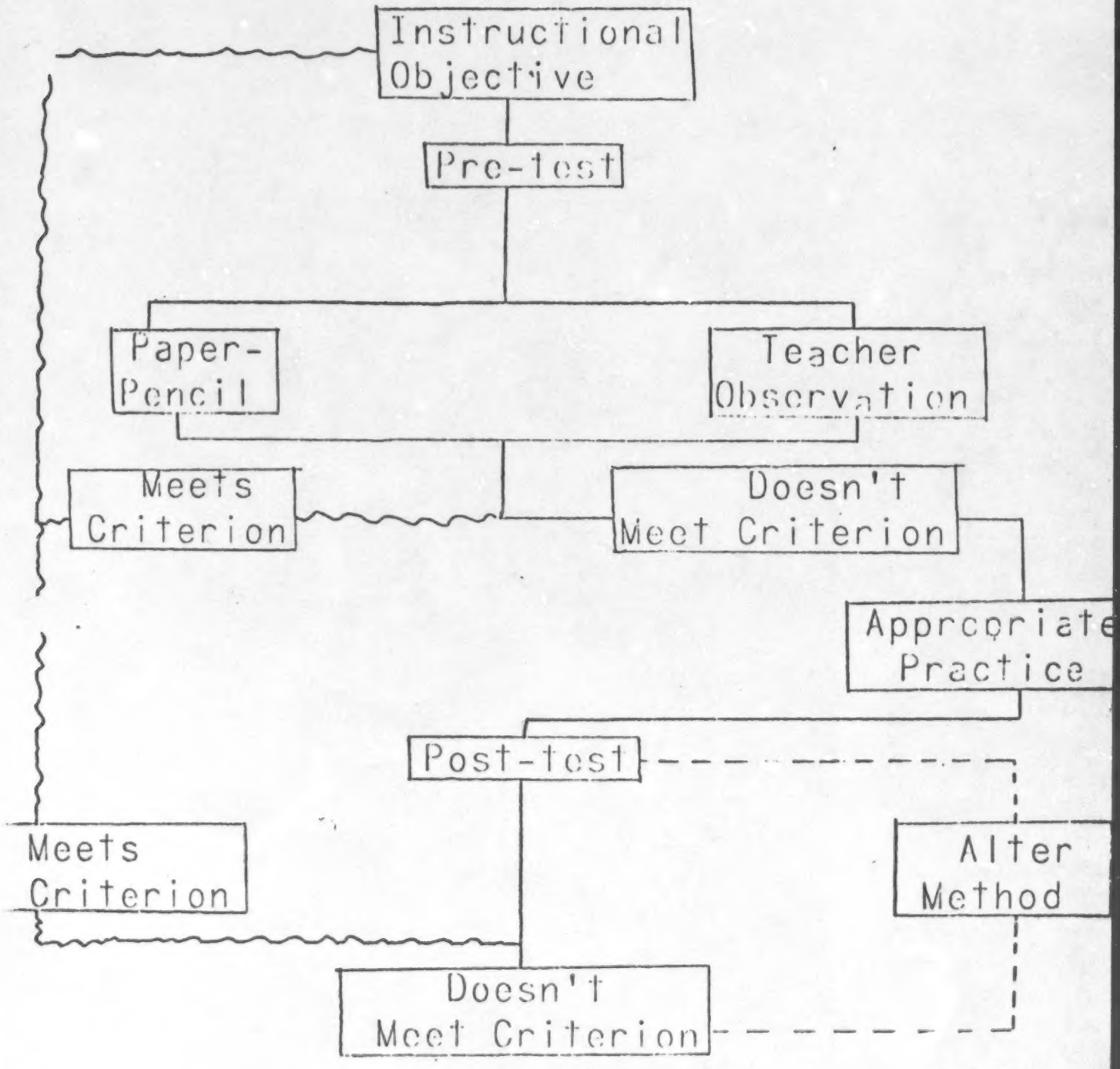
I plan to give a pre-test and post-test for each unit of work I design. I also plan on giving a general pre-test in August and a general post-test in June.

The evaluation scheme I plan on using before each unit is shown in Appendix E. I start with my objectives, give a pre-test either by means of paper and pencil or teacher observation. Then if I find the pre-test does not meet the criterian I then go through my phase of instruction compossed of whole-class, group and individualized instructions. After the instruc-

tional phase I give the post-test to see if the students understood the materials and have fulfilled the objectives. Those students who have not fulfilled the objectives are re-processed. After this cycle has been completed, I re-test the students to see if they understood the material. While this is going on those students who have passed the test go on to special activities.

EVALUATION SCHEME

Appendix E



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Robinson, H., Teaching Reading & Study Strategies. Boston: Allyn & Bacon, Inc., 1975.

Shepherd, D., Comprehensive High School Reading Methods, Columbus, OH: Charles E. Merrill Publishing Co., 1973.

*All members used same resources.